

Characteristics of Effective Health Education

Today's state-of-the-art health education curricula reflect the growing body of research that emphasizes teaching functional health information (essential concepts); shaping personal values that support healthy behaviors; shaping group norms that value a healthy lifestyle; and developing the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors. Less effective curricula often overemphasize teaching scientific facts and increasing student knowledge.

Reviews of effective programs and curricula and input from experts in the field of health education have identified the following characteristics of an effective health education curriculum¹⁻¹²:

- a. **Focuses on clear health goals and related behavioral outcomes.** Curricula have clear health-related goals and behavioral outcomes that are directly related to these goals. Instructional strategies and learning experiences are directly related to the behavioral outcomes.
- b. **Is research-based and theory-driven.** Instructional strategies and learning experiences build on theoretical approaches (for example, social cognitive theory and social inoculation theory) that have effectively influenced health-related behaviors among youth. The most promising curricula go beyond the cognitive level and address health determinants, social factors, attitudes, values, norms, and skills shown to influence specific health-related behaviors.
- c. **Addresses individual values and group norms that support health-enhancing behaviors.** Instructional strategies and learning experiences help students accurately assess the level of risk-taking behavior among their peers (for example, how many of their peers use illegal drugs), correct misperceptions of peer and social norms, and reinforce health-enhancing values and beliefs.
- d. **Focuses on increasing personal perceptions of risk and harmfulness of engaging in specific health risk behaviors and reinforcing protective factors.** Curricula provide opportunities for students to assess their vulnerability to health problems, actual risk of engaging in harmful health behaviors, and exposure to unhealthy situations. Curricula also provide opportunities for students to validate health enhancing beliefs, intentions, and behaviors.
- e. **Addresses social pressures and influences.** Curricula provide opportunities for students to address personal and social pressures to engage in risky behaviors, such as media influence, peer pressure, and social barriers.
- f. **Builds personal competence, social competence, and self efficacy by addressing skills.** Curricula build essential skills including communication, refusal, assessing accuracy of information, decision-making, planning and goal-setting, self-control, and self-management, that enable students to build personal confidence and ability to deal with social pressures and avoid or reduce risk behaviors. For each skill, students are guided through a series of developmental steps:
 1. Discussing the importance of the skill, its relevance, and relationship to other learned skills.
 2. Presenting steps for developing the skill.
 3. Modeling the skill.
 4. Practicing and rehearsing the skill using real-life scenarios.
 5. Providing feedback and reinforcement.
- g. **Provides functional health knowledge that is basic, accurate, and directly contributes to health-promoting decisions and behaviors.** Curricula provide accurate, reliable, and credible information for usable purposes so that students can assess risk, correct misperceptions about social norms, identify



ways to avoid or minimize risky situations, examine internal and external influences, make behaviorally-relevant decisions, and build personal and social competence. A curriculum that provides information for the sole purpose of improving knowledge of factual information is incomplete and inadequate.

- h. **Uses strategies designed to personalize information and engage students.** Curricula include instructional strategies and learning experiences that are student-centered, interactive, and experiential (for example, group discussions, cooperative learning, problem solving, role playing, and peer-led activities). Learning experiences correspond with students' cognitive and emotional development, help them personalize information, and maintain their interest and motivation while accommodating diverse capabilities and learning styles. Instructional strategies and learning experiences include methods for
 1. Addressing key health-related concepts.
 2. Encouraging creative expression.
 3. Sharing personal thoughts, feelings, and opinions.
 4. Developing critical thinking skills.
- i. **Provides age-appropriate and developmentally-appropriate information, learning strategies, teaching methods, and materials.** Curricula address students' needs, interests, concerns, developmental and emotional maturity levels, experiences, and current knowledge and skill levels. Learning is relevant and applicable to students' daily lives. Concepts and skills are covered in a logical sequence.
- j. **Incorporates learning strategies, teaching methods, and materials that are culturally inclusive.** Curricular materials are free of culturally biased information, but also include information, activities, and examples that are inclusive of diverse cultures and lifestyles (such as gender, race, ethnicity, religion, age, physical/mental ability, and appearance). Strategies promote values, attitudes, and behaviors that acknowledge the cultural diversity of students; optimize relevance to students from multiple cultures in the school community; strengthen students' skills necessary to engage in intercultural interactions; and build on the cultural resources of families and communities.
- k. **Provides adequate time for instruction and learning.** Curricula provide enough time to promote understanding of key health concepts and practice skills. Affecting change requires an intensive and sustained effort. Short-term or "one shot" curricula, such as a few hours at one grade level, are generally insufficient to support the adoption and maintenance of healthy behaviors.
- l. **Provides opportunities to reinforce skills and positive health behaviors.** Curricula build on previously learned concepts and skills and provide opportunities to reinforce health-promoting skills across health content areas and grade levels. This could include incorporating more than one practice application of a skill, adding "skill booster" sessions at subsequent grade levels, or integrating skill application opportunities in other academic areas. Curricula that address age-appropriate determinants of behavior across grade levels and reinforce and build on learning are more likely to achieve longer-lasting results.
- m. **Provides opportunities to make positive connections with influential others.** Curricula link students to other influential persons who affirm and reinforce health-promoting norms, beliefs, and behaviors. Instructional strategies build on protective factors that promote healthy behaviors and enable students to avoid or reduce health risk behaviors by engaging peers, parents, families, and other positive adult role models in student learning.
- n. **Includes teacher information and plans for professional development and training that enhance effectiveness of instruction and student learning.** Curricula are implemented by teachers who have a personal interest in promoting positive health behaviors, believe in what they are teaching, are knowledgeable about the curriculum content, and are comfortable and skilled in implementing expected



instructional strategies. Ongoing professional development and training is critical for helping teachers implement a new curriculum or implement strategies that require new skills in teaching or assessment.

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Curriculum vs. Textbook

- **Curriculum:**

...a detailed set of directions, strategies, and materials to facilitate student learning and teaching of the content.

A health education curriculum is more than a collection of activities. A common set of elements characterize a complete health education curriculum, including

1. A set of intended learning outcomes/objectives related to acquisition of health-related knowledge, attitude, & skills
2. Planned progression of developmentally appropriate lessons
3. Continuity between lessons...reinforcing desired behaviors
4. Accompanying materials that help teachers and students meet learning objectives
5. Assessment strategies to determine if desired learning achieved

If materials do not meet all of these elements, they do not comprise a complete health education curriculum. But the materials could be considered *resources* for curriculum – part of a curriculum, but not a complete curriculum.

- **Textbook:**

...health education curriculum resource materials which augment and reinforce the knowledge, skills, and examples in the existing curriculum

Although textbooks, student workbooks, & videos are frequently labeled as curricula, such resources alone rarely include all the information, learning experiences, and instructional strategies expected to be in a high quality curriculum.

Resource materials, such as a textbook, are used to augment, support and reinforce an existing curriculum by;

- providing accurate, science based, and acceptable information;
- reflecting the characteristics that are fundamental to high quality health education;
- providing functional information for students to use to make health-enhancing decisions;
- helping students learn and apply skills that contribute to achieving healthy behaviors

Source: Centers for Disease Control and Prevention. *Health Education Curriculum Analysis Tool*. Atlanta: CDC; 2007



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Essential Concepts

Overview and Instructions:

The Indiana Academic Standards for Health & Wellness are used as a framework for determining the extent to which a curriculum and textbook is likely to enable students to master the essential concepts (Standard 1) and skills (Standards 2-8) that promote a healthy lifestyle. The development of the concepts, or functional knowledge, for each topic area is essential so that students will achieve the healthy behavioral outcomes for the selected health topic area.

The information included in this guide was taken from the CDC's "Health Education Curriculum Analysis Tool". The lists of **essential concepts** found in this guide, and the skill examples found in the "*Skills and Sub-skills*" document, were developed through a rigorous process guided by research evidence and expert opinion on the types of knowledge, skills, and learning experiences that help students in grades pre-K – 12 adopt and maintain a healthy lifestyle. At times in the review process it may be difficult to separate your analysis when determining if a textbook was successful in adequately addressing the essential concepts, as well as skill development. For this reason, it is best to use all three documents ("*Essential Concepts*", "*Healthy Behavior Outcomes*", and "*Skills and Sub-skills*") at the same time throughout your review. This will be especially true when completing the "Work Students Do" and "Work Teachers Do" rubrics.

As you analyze the textbook contents, use the behavior outcomes listed in the "Healthy Behavior Outcomes" document as your guide to determine if the essential concepts (fundamental knowledge) addressed in the material is adequate to attain the outcomes. A concept is "addressed" if there is sufficient information provided in the materials for students to be able to demonstrate competency in this concept. Some concepts might require more evidence than others.

There may be times when not all concepts will be covered. This might be due to the fact that some concepts may be included in the skill examples in Standards 2-8. However, this may also generally be as a result of less than complete information being supplied. Your determination of this will be an important element of your analysis and scoring of the materials.

Alcohol and Other Drugs:

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

Grades Pre-K–2

After implementation of this curriculum, by grade 2, students will be able to:

ALCOHOL AND OTHER DRUGS (Check that all are given attention in the materials)

- ☐ Explain why household products are harmful if ingested or inhaled.
- ☐ Explain the harmful effects of medicines when used incorrectly.
- ☐ Describe the potential risks associated with over-the-counter medicines.
- ☐ Identify family rules about medicine use.

Grades 3–5

After implementation of this curriculum, by grade 5, students will be able to:

ALCOHOL AND OTHER DRUGS (Check that all are given attention in the materials)

- ☐ Summarize why household products are harmful if ingested or inhaled.
- ☐ Explain the benefits of medicines when used correctly.
- ☐ Explain how to use medicines correctly.
- ☐ Summarize the potential risks associated with inappropriate use of over-the-counter medicines.
- ☐ Summarize the potential risks associated with inappropriate use and abuse of prescription medicines.
- ☐ Explain the difference between medicines and illicit drugs.
- ☐ Identify short- and long-term effects of alcohol use.
- ☐ Identify family and school rules about alcohol use.

Grades 6–8

After implementation of this curriculum, by grade 8, students will be able to:

ALCOHOL AND OTHER DRUGS (Check that all are given attention in the materials)

- ☐ Explain the dangers of alcohol and experimenting with other drugs, including inhalants.

- ☐ Differentiate between proper use and abuse of over-the-counter medicines.
- ☐ Differentiate between proper use and abuse of prescription medicines.
- ☐ Summarize the negative consequences of using alcohol and other drugs.
- ☐ Describe the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use.
- ☐ Determine reasons why people choose to use or not to use alcohol and other drugs.
- ☐ Describe situations that could lead to the use of alcohol and other drugs.
- ☐ Describe how mental and emotional health can affect alcohol or other drug-use behaviors.
- ☐ Explain why using alcohol or other substances is an unhealthy way to manage stress.
- ☐ Discuss the harmful effects of using weight loss pills.
- ☐ Describe the health risks of using performance-enhancing drugs.
- ☐ Explain the dangers of drug dependence and addiction.
- ☐ Explain the risks associated with using alcohol or other drugs and driving a motor vehicle.
- ☐ Explain school policies and community laws about alcohol and other drugs.
- ☐ Determine the benefits of being alcohol and drug free.
- ☐ Describe positive alternatives to using alcohol and other drugs.
- ☐ Describe the relationship of alcohol and other drug use to the major causes of death and disease in the United States.
- ☐ Explain the relationship between intravenous drug use and transmission of blood-borne diseases, such as HIV and hepatitis.

Grades 9-12

After implementation of this curriculum, by grade 12, students will be able to:

ALCOHOL AND OTHER DRUGS (Check that all are given attention in the materials)

- ☐ Differentiate between proper use and abuse of over-the-counter medicines.
- ☐ Differentiate between proper use and abuse of prescription medicines.
- ☐ Summarize the harmful short- and long-term effects of alcohol and other drugs on the body.
- ☐ Summarize the harmful short- and long-term psychological and social effects of using alcohol and other drugs.
- ☐ Describe the harmful effects of binge drinking.

- ☐ Describe the effects of using alcohol and other drugs on job performance, job absenteeism, and job loss.
- ☐ Analyze the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use.
- ☐ Analyze the relationship of alcohol and other drug use to the major causes of death and disease in the United States.
- ☐ Analyze the harmful effects of using weight loss pills and anabolic steroids.
- ☐ Discuss the dangers and legal issues related to using performance-enhancing drugs.
- ☐ Explain the effects of alcohol and other drug use during pregnancy.
- ☐ Determine situations that could lead to the use of alcohol and other drug use.
- ☐ Summarize why alcohol or other substance use is an unhealthy way to manage weight or stress.
- ☐ Analyze why individuals choose to use or not to use alcohol and other drugs.
- ☐ Analyze short-term and long-term benefits of remaining alcohol and drug-free.
- ☐ Summarize family rules, school rules, and community laws about alcohol and other drug use.
- ☐ Summarize the relationship between intravenous drug use and transmission of blood-borne diseases, such as HIV and hepatitis.
- ☐ Evaluate the importance of not riding with a driver who has been using alcohol or other drugs.
- ☐ Analyze the dangers of driving while under the influence of alcohol and other drugs.

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

Grades Pre-K–2

After implementation of this curriculum, by grade 2, students will be able to:

HEALTHY EATING (Check that all are given attention in the materials)

- ☐ Explain the importance of choosing healthy foods and beverages.
- ☐ Identify a variety of healthy snacks.
- ☐ Identify the benefits of drinking plenty of water.
- ☐ Describe the benefits of eating breakfast every day.
- ☐ Describe the type of foods and beverages that should be limited.
- ☐ Describe body signals that tell people when they are hungry and when they are full.
- ☐ Describe how to keep food safe from harmful germs.
- ☐ Identify eating behaviors that contribute to maintaining a healthy weight.

Grades 3–5

After implementation of this curriculum, by grade 5, students will be able to:

HEALTHY EATING (Check all that are given attention in the curriculum)

- ☐ Name the food groups and a variety of nutritious food choices for each food group.
- ☐ Explain the importance of eating a variety of foods from all the food groups.
- ☐ Identify the number of servings of food from each food group that a child needs daily.
- ☐ Summarize the benefits of healthy eating.
- ☐ Explain the concept of eating in moderation.
- ☐ Describe the benefits of eating plenty of fruits and vegetables.
- ☐ Summarize the benefits of drinking plenty of water.
- ☐ Identify nutritious and non-nutritious beverages.
- ☐ Identify foods that are high in fat and low in fat.

- ☐ Identify foods that are high in added sugars.
- ☐ Describe the benefits of limiting the consumption of fat and added sugar.
- ☐ Conclude that breakfast should be eaten every day.
- ☐ Summarize body signals that tell people when they are hungry and when they are full.
- ☐ Describe methods to keep food safe from harmful germs.
- ☐ Explain that both eating habits and level of physical activity can affect a person's weight.
- ☐ Explain how eating disorders impact proper nutrition.

Grades 6-8

After implementation of this curriculum, by grade 8, students will be able to:

HEALTHY EATING (Check that all are given attention in the materials)

- ☐ Summarize a variety of nutritious food choices for each food group.
- ☐ Classify the number and appropriate sizes of servings of food from each food group that a person needs each day.
- ☐ Explain why some food groups have a greater number of recommended portions than other food groups.
- ☐ Analyze the benefits of healthy eating.
- ☐ Describe the federal dietary guidelines for teens.
- ☐ Explain the similarities and differences among protein, fats, and carbohydrates regarding nutritional value and food sources.
- ☐ Describe the benefits of eating in moderation.
- ☐ Summarize the benefits of eating plenty of fruits and vegetables.
- ☐ Analyze the benefits of drinking plenty of water.
- ☐ Differentiate between nutritious and non-nutritious beverages.
- ☐ Identify foods that are high in fiber.
- ☐ Identify food preparation methods that add less fat to food.
- ☐ Identify examples of whole grain foods.
- ☐ Describe the benefits of consuming an adequate amount of calcium and a variety of foods high in calcium.
- ☐ Describe the benefits of eating a variety of foods high in iron.
- ☐ Summarize the benefits of limiting the consumption of fat and added sugar.

- ☐ Describe the relationship between what people eat their physical activity level, and their body weight. Explain various methods available to evaluate body weight.
- ☐ Identify healthy and risky approaches to weight management.
- ☐ Differentiate between a positive and negative body image, and state the importance of a positive body image.
- ☐ Describe the signs, symptoms, and consequences of common eating disorders.
- ☐ Summarize how eating disorders impact proper nutrition.
- ☐ Summarize food safety strategies that can control germs that cause food borne illnesses.

Grades 9-12

After implementation of this curriculum, by grade 12, students will be able to:

Healthy Eating (Check that all are given attention in the materials)

- ☐ Describe the recommendations of the *Dietary Guidelines for Americans*.
- ☐ Describe the relationship between nutrition and overall health.
- ☐ Describe the relationship between diet and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.
- ☐ Analyze the benefits of healthy eating.
- ☐ Explain food sources that provide key nutrients.
- ☐ Describe the importance of eating a variety of the appropriate foods to meet daily nutrient and caloric needs.
- ☐ Analyze the benefits of drinking water before, during, and after physical activity.
- ☐ Explain how to incorporate foods that are high in fiber into a healthy daily diet.
- ☐ Explain how to incorporate an adequate amount of calcium into a healthy daily diet.
- ☐ Explain how to incorporate an adequate amount of iron into a healthy daily diet.
- ☐ Identify how to make a vegetarian diet healthy.
- ☐ Describe the importance of healthy eating and physical activity in maintaining a healthy weight.
- ☐ Explain how the *Dietary Guidelines for Americans* are useful in planning a healthy diet.

Mental and Emotional Health:

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

Grades Pre-K–2

After implementation of this curriculum, by grade 2, students will be able to:

MENTAL AND EMOTIONAL HEALTH (Check that all are given attention in the materials)

- ☐ Identify the importance of talking with parents about feelings.
- ☐ Identify appropriate ways to express and deal with emotions and feelings.
- ☐ Explain the relationship between feelings and behavior.
- ☐ Explain the importance of respecting the personal space and boundaries of others.
- ☐ Identify the benefits of healthy family relationships.
- ☐ Describe the difference between bullying and teasing.
- ☐ Explain why it is wrong to tease others.

Grades 3–5

After implementation of this curriculum, by grade 5, students will be able to:

MENTAL AND EMOTIONAL HEALTH (Check that all are given attention in the materials)

- ☐ Explain what it means to be mentally or emotionally healthy.
- ☐ Identify characteristics of a mentally and emotionally healthy person.
- ☐ Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others.
- ☐ Analyze the relationship between feelings and behavior.
- ☐ Explain the importance of talking with parents about feelings.
- ☐ Describe appropriate ways to express and deal with emotions and feelings.
- ☐ Explain that anger is a normal emotion.
- ☐ Describe non-violent ways to manage anger.
- ☐ Identify feelings and emotions associated with loss and grief.
- ☐ Identify feelings of depression, sadness, and hopelessness for which someone should seek help.

- ☐ Identify examples of self-control.
- ☐ Identify characteristics of someone who has self-respect.
- ☐ Give examples of pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration).
- ☐ Summarize the importance of respecting the personal space and boundaries of others.
- ☐ List healthy ways to express affection, love, friendship, and concern.
- ☐ Identify models of healthy relationships.
- ☐ Identify personal stressors at home, in school, and with friends.
- ☐ List physical and emotional reactions to stressful situations.
- ☐ Identify positive and negative ways of dealing with stress.
- ☐ Describe a variety of non-violent ways to respond when angry or upset.
- ☐ Acknowledge the value of others' talents and strengths.
- ☐ Identify models of healthy relationships.
- ☐ Identify personal stressors at home, in school, and with friends.
- ☐ List physical and emotional reactions to stressful situations.
- ☐ Identify positive and negative ways of dealing with stress.
- ☐ Describe a variety of non-violent ways to respond when angry or upset.
- ☐ Acknowledge the value of others' talents and strengths.
- ☐ Describe the difference between bullying and teasing.
- ☐ Describe the benefits of healthy family relationships.
- ☐ Identify characteristics of a responsible family member.
- ☐ Identify role models who demonstrate positive mental and emotional health.

Grades 6-8

After implementation of this curriculum, by grade 8, students will be able to:

MENTAL AND EMOTIONAL HEALTH (Check that all are given attention in the materials)

- ☐ Describe characteristics of a mentally and emotionally healthy person.
- ☐ Describe what it means to be a responsible person.

- ☐ Discuss how emotions change during adolescence.
- ☐ Explain the interrelationship of physical, mental, emotional, social, and spiritual health.
- ☐ Examine the importance of being aware of one's own feelings and of being sensitive to the feelings of others.
- ☐ Summarize the benefits of talking with parents or other trusted adults about feelings.
- ☐ Explain appropriate ways to express needs, wants, and feelings.
- ☐ Explain how the expression of emotions or feelings can help or hurt oneself and others.
- ☐ Summarize feelings and emotions associated with loss and grief.
- ☐ Explain the causes, symptoms, and effects of depression.
- ☐ Explain the causes, symptoms, and effects of anxiety.
- ☐ Analyze the risks of impulsive behaviors.
- ☐ Describe pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration) that help prevent violence.
- ☐ Describe healthy ways to express affection, love, friendship, and concern.
- ☐ Describe models of healthy relationships.
- ☐ Explain the qualities of a healthy dating relationship.
- ☐ Describe personal stressors at home, in school, and with friends.
- ☐ Explain causes and effects of stress.
- ☐ Explain positive and negative ways of dealing with stress.
- ☐ Explain how intolerance can affect others.
- ☐ Explain why it is wrong to tease others based on their body type or other personal characteristic.
- ☐ Compare and contrast healthy and unhealthy relationships.
- ☐ Analyze characteristics of a responsible family member.
- ☐ Describe role models that demonstrate positive mental and emotional health.
- ☐ Examine the importance of being aware of one's own feelings and of being sensitive to the feelings of others.
- ☐ Identify a variety of non-violent ways to respond when angry or upset.
- ☐ Explain why it is important to understand the perspectives of others in resolving a conflict situation.
- ☐ Describe ways to manage interpersonal conflict nonviolently.
- ☐ Describe how power and control differences in relationships (e.g., peer, dating, or family relationships)

can contribute to aggression and violence.

- ☐ Explain the importance of a positive body image.
- ☐ Describe the signs, symptoms, and consequences of common eating disorders.
- ☐ Recognize that people with eating disorders need professional help.

Grades 9-12

After implementation of this curriculum, by grade 12, students will be able to:

MENTAL AND EMOTIONAL HEALTH (Check that all are given attention in the materials)

- ☐ Analyze characteristics of a mentally and emotionally healthy person.
- ☐ Analyze the interrelationship of physical, mental, emotional, social, and spiritual health.
- ☐ Summarize healthy ways to express affection, love, friendship, and concern.
- ☐ Describe how mental and emotional health can affect health-related behaviors (e.g., how anger contributes to violence).
- ☐ Summarize strategies for coping with loss and grief.
- ☐ Analyze the causes, symptoms, and effects of depression.
- ☐ Analyze the causes, symptoms, and effects of anxiety.
- ☐ Explain impulsive behaviors and strategies for controlling them.
- ☐ Summarize non-violent ways to respond when angry or upset.
- ☐ Explain that self-directed violence is the result of the accumulation of multiple problems rather than just one problem.
- ☐ Summarize characteristics of someone who has self-respect.
- ☐ Analyze why pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration) can help prevent violence.
- ☐ Analyze models of healthy relationships.
- ☐ Summarize the qualities of a healthy dating relationship.
- ☐ Summarize personal stressors at home, in school, and with friends.
- ☐ Explain the body's physical and psychological responses to stressful situations.
- ☐ Evaluate effective strategies for dealing with stress.
- ☐ Summarize how intolerance can affect others.
- ☐ Acknowledge that people have different body shapes and sizes and other personal characteristics that make them unique.

- ☐ Explain how to build and maintain healthy family and peer relationships.
- ☐ Analyze strategies for managing and reducing conflict.
- ☐ Evaluate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.
- ☐ Differentiate between a positive and negative body image.
- ☐ Explain the effects of eating disorders on healthy growth and development.
- ☐ Acknowledge that people with eating disorders need professional help.

Personal Health and Wellness:

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

Grades Pre-K–2

After implementation of this curriculum, by grade 2, students will be able to:

PERSONAL HEALTH AND WELLNESS (Check that all are given attention in the materials)

- ☐ Describe what it means to be healthy.
- ☐ Explain why hygiene is important for good health.
- ☐ Identify different ways that disease-causing germs are transmitted.
- ☐ Describe ways to prevent the spread of germs that cause common infectious diseases.
- ☐ Explain that food can contain germs that cause illness.
- ☐ Explain proper steps for treating a wound to reduce chances of infection.
- ☐ Identify food safety strategies that can control germs that cause foodborne illnesses.
- ☐ Describe how breathing occurs and how health conditions, such as asthma, can affect normal breathing.
- ☐ Describe foods that are common causes of allergic reactions.
- ☐ Explain why sleep and rest are important for proper growth and good health.
- ☐ Explain the steps of proper hand washing.
- ☐ Explain how hearing works and how hearing can be damaged by loud noise.
- ☐ Describe the proper steps for daily brushing and flossing teeth.
- ☐ List ways to prevent harmful effects of the sun.

Grades 3–5

After implementation of this curriculum, by grade 5, students will be able to:

PERSONAL HEALTH AND WELLNESS (Check that all are given attention in the materials)

- ☐ Describe values that promote healthy behaviors.
- ☐ Describe the behavioral and environmental factors associated with the major causes of death in the United States.
- ☐ Explain the difference between infectious diseases and non-infectious diseases.

- ☐ Describe ways common infectious diseases are transmitted.
- ☐ Describe ways to prevent the spread of germs that cause infectious diseases.
- ☐ Describe symptoms that occur when a person is sick.
- ☐ Identify problems associated with common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and epilepsy.
- ☐ Describe how foodborne illnesses can spread at school or in the community.
- ☐ Describe how to keep food safe from harmful germs.
- ☐ Explain that hand washing is an effective way to prevent many infectious diseases.
- ☐ Summarize how hearing can be damaged by loud sounds.
- ☐ Describe how vision can be damaged.
- ☐ Identify ways to prevent vision or hearing damage.
- ☐ Describe ways to prevent harmful effects of the sun.
- ☐ Summarize why sleep and rest are important for proper growth and good health.
- ☐ Identify the benefits of personal health care practices, such as washing hair and bathing regularly.
- ☐ Explain that it is safe to be a friend of someone who has a disease or conditions such as being HIV positive or has AIDS, asthma, or epilepsy.

Grades 6-8

After implementation of this curriculum, by grade 8, students will be able to:

PERSONAL HEALTH AND WELLNESS (Check that all are given attention in the materials)

- ☐ Explain how positive health behaviors can benefit people throughout their life span.
- ☐ Summarize the behavioral and environmental factors that contribute to the major chronic diseases.
- ☐ Explain the difference between infectious, non-infectious, acute, and chronic diseases.
- ☐ Analyze ways common infectious diseases are transmitted.
- ☐ Summarize the symptoms that occur when someone is sick or getting sick.
- ☐ Summarize health practices to prevent the spread of foodborne illnesses, air-borne illnesses, illnesses spread through indirect contact, and illness spread through person-to-person contact.
- ☐ Describe food safety strategies that can control germs that cause foodborne illnesses.
- ☐ Evaluate the benefits of getting proper rest and sleep for healthy growth and development.
- ☐ Analyze ways to prevent the spread of germs that cause infectious diseases such as preventing the spread of HIV by not having sex, not touching blood, and not touching used hypodermic or tattoo needles.

- ☐ Identify common causes of noise induced hearing loss.
- ☐ Describe appropriate ways to protect vision and hearing.
- ☐ Summarize actions to take to protect oneself against potential damage from exposure to the sun.
- ☐ Explain the benefits of good hygiene practices for promoting health and maintaining social relationships.
- ☐ Describe the potential health and social consequences of popular fads or trends, such as body piercing and tattooing.
- ☐ Justify why it is safe to be a friend of someone who has a common disease or condition, such as AIDS, asthma, and epilepsy.

Grades 9-12

After implementation of this curriculum, by grade 12, students will be able to:

PERSONAL HEALTH AND WELLNESS (Check that all are given attention in the materials)

- ☐ Analyze how positive health behaviors can benefit people throughout their life span.
- ☐ Analyze the behavioral and environmental factors that contribute to the major chronic diseases.
- ☐ Describe the relationship between poor eating habits and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.
- ☐ Summarize how common infectious illnesses are transmitted by food, air, indirect contact, and person-to-person contact.
- ☐ Analyze health practices to prevent the spread of foodborne illnesses, air-borne illnesses, illnesses spread through indirect contact, and illness spread through person-to-person contact.
- ☐ Explain the relationship between intravenous drug use and transmission of blood-borne diseases, such as HIV and hepatitis.
- ☐ Summarize personal strategies for reducing hearing damage due to exposure to loud sounds.
- ☐ Summarize personal strategies for avoiding vision damage.
- ☐ Summarize personal strategies for minimizing potential harm from exposure to the sun.
- ☐ Analyze the benefits of rest and sleep for personal health.
- ☐ Summarize the potential health and social consequences of popular fads or trends, such as body piercing and tattooing.
- ☐ Explain important health screenings, immunizations, and checkups, including screenings and examinations that are necessary to maintain reproductive health such as breast and testicular self-examinations and Pap smears.
- ☐ Clarify why it is safe to be a friend of someone who has a disease or conditions, such as AIDS, asthma, and epilepsy.

Physical Activity:

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

Grades Pre-K–2

After implementation of this curriculum, by grade 2, students will be able to:

PHYSICAL ACTIVITY (Check that all are given attention in the materials)

- ☐ Describe the recommended amount of physical activity for children.
- ☐ Explain ways to be active every day.
- ☐ Describe behaviors that are physically active and physically inactive.
- ☐ Describe the benefits of being physically active.
- ☐ Describe how being physically active can help a person feel better.

Grades 3–5

After implementation of this curriculum, by grade 5, students will be able to:

PHYSICAL ACTIVITY (Check that all are given attention in the materials)

- ☐ Summarize the recommended amount of physical activity for children.
- ☐ Explain positive outcomes for being physically active.
- ☐ Describe the importance of choosing a variety of ways to be physically active.
- ☐ Identify short-term and long-term benefits of moderate and vigorous physical activity, such as improving cardiovascular health, strength, endurance, and flexibility and reducing the risks for chronic diseases.
- ☐ Describe that both eating habits and level of physical activity can affect a person's weight.
- ☐ Identify ways to increase daily physical activity.
- ☐ Identify behaviors that contribute to maintaining a healthy weight.
- ☐ Identify safety precautions for physical activities in different kinds of weather and climates.
- ☐ Identify basic safety precautions to help prevent injury during physical activity.
- ☐ Discuss the benefits of drinking water before, during, and after physical activity.
- ☐ Describe how to ride a bike, skateboard, scooter, and inline skate safely.
- ☐ Identify personal protection equipment needed for sports and recreational activities, such as mouthpieces, pads, and helmets.

After implementation of this curriculum, by grade 8, students will be able to:

PHYSICAL ACTIVITY (Check that all are given attention in the materials)

- ☐ Explain that incorporating daily moderate or vigorous physical activity into one's life does not require a structured exercise plan or special exercise equipment.
- ☐ Differentiate between physical activity, exercise, health-related fitness, and skill-related fitness.
- ☐ Analyze the short-term and long-term physical benefits of moderate and vigorous physical activity, including improving cardiovascular health, strength, endurance, and flexibility and reducing the risks for chronic diseases.
- ☐ Analyze the mental and social benefits of physical activity.
- ☐ Describe the recommended amounts and types of moderate and vigorous physical activity for adolescents and adults.
- ☐ Identify ways to increase daily physical activity and decrease inactivity.
- ☐ Summarize how physical activity and eating habits can contribute to maintaining a healthy body weight.
- ☐ Describe physical activities that contribute to maintaining or improving the components of health-related fitness, such as cardiorespiratory fitness, muscular strength, endurance, flexibility, and body composition.
- ☐ Summarize the benefits of drinking water before, during, and after physical activity.
- ☐ Discuss climate-related physical conditions that affect physical activity, such as heat exhaustion, sunburn, heat stroke, and hypothermia.
- ☐ Discuss how an inactive lifestyle contributes to chronic disease.
- ☐ Explain the importance of warming up before and cooling down after physical activity.
- ☐ Describe how using tobacco could hurt one's goals for physical fitness and athletic performance.
- ☐ Describe the health risks of using performance-enhancing drugs.
- ☐ Identify healthy and risky approaches to weight management.
- ☐ Describe the use of safety equipment for specific physical activities.
- ☐ Describe ways to reduce risk of injuries from participation in sports and other physical activities.
- ☐ Summarize how to safely ride a bike and scooter, and use a skateboard or inline skates.
- ☐ Analyze the importance of using helmets and other safety gear for biking, riding a scooter, skateboarding, and inline skating.

After implementation of this curriculum, by grade 12, students will be able to:

PHYSICAL ACTIVITY (Check that all are given attention in the materials)

- ☐ Summarize how a person can incorporate daily moderate or vigorous physical activity into their life without relying on a structured exercise plan or special exercise equipment.
- ☐ Evaluate the short-term and long-term physical benefits of moderate and vigorous physical activity, including improving cardiovascular health, strength, endurance, and flexibility and reducing the risks for chronic diseases.
- ☐ Discuss ways to increase physical activity and decrease inactivity.
- ☐ Summarize the mental and social benefits of physical activity.
- ☐ Analyze how an inactive lifestyle contributes to chronic diseases.
- ☐ Summarize recommended amounts and types of physical activity for adolescents and adults.
- ☐ Compare and contrast various sports and physical activities in terms of health- and skill-related fitness.
- ☐ Summarize physical activities that contribute to maintaining or improving the components of health-related fitness, such as cardiorespiratory fitness, muscular strength, endurance, flexibility, and body composition.
- ☐ Describe effects of hydration and dehydration on physical performance.
- ☐ Discuss methods for avoiding and responding to climate-related physical conditions during physical activity.
- ☐ Discuss the dangers and legal issues related to using performance-enhancing drugs.
- ☐ Describe the importance of a healthy diet and physical activity in maintaining healthy weight.
- ☐ Summarize healthy and risky approaches to weight management.
- ☐ Explain ways to reduce the risk of injuries from participation in sports and other physical activities.
- ☐ Determine the necessary protective gear for biking, motorcycling, snowmobiling, inline skating, riding a scooter, and skateboarding.
- ☐ Describe the use of safety equipment for specific physical activities.
- ☐ Summarize the importance of warming up before and cooling down after physical activity.

Safety or Unintentional Injury Prevention:

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

Grades Pre-K–2

After implementation of this curriculum, by grade 2, students will be able to:

SAFETY (Check that all are given attention in the materials)

- ☐ Identify safety hazards in the home.
- ☐ Explain safe behaviors when getting on and off and while riding on school buses.
- ☐ Identify safety hazards in the community.
- ☐ Recognize that injuries can be prevented.
- ☐ Identify safety rules for being around fire.
- ☐ State how to safely take medications.
- ☐ Explain the importance of using safety belts and motor vehicle booster seats.
- ☐ Explain the benefits of riding in the back seat when a passenger in a motor vehicle.
- ☐ State safety rules for being around firearms.
- ☐ State how to be a safe pedestrian.
- ☐ Identify ways to reduce injuries on the playground.

Grades 3–5

After implementation of this curriculum, by grade 5, students will be able to:

SAFETY (Check that all are given attention in the materials)

- ☐ List ways to prevent injuries at home.
- ☐ List ways to prevent injuries at school.
- ☐ List ways to prevent injuries in the community.
- ☐ Explain how injuries can be prevented.
- ☐ List examples of dangerous or risky behaviors that might lead to injuries.
- ☐ Identify ways to reduce risk of injuries around water.
- ☐ Identify ways to reduce risk of injuries in case of fire.

- ☐ Explain why household products are harmful if ingested or inhaled.
- ☐ Explain the harmful effects of medicines when used incorrectly.
- ☐ Describe the use of safety equipment for specific physical activities.
- ☐ Identify ways to reduce risk of injuries while riding in a motor vehicle.
- ☐ Identify ways to reduce injuries from firearms.
- ☐ Identify ways to reduce risk of injuries as a pedestrian.
- ☐ Identify ways to reduce risk of injuries from animal and insect bites and stings.
- ☐ Identify ways to reduce injuries from falls.
- ☐ Identify safe ways to protect vision or hearing from injury.
- ☐ Identify safety precautions for physical activities in different kinds of weather and climates.
- ☐ Describe how to ride a bike, skateboard, ride a scooter, and/or inline skate safely.
- ☐ Explain what to do if someone is poisoned (e.g., by household cleaning or paint products) or injured and needs help (e.g., calling 911, poison control center, or other local emergency number).
- ☐ Identify basic safety precautions to help prevent injury during physical activity.

Grades 6-8

After implementation of this curriculum, by grade 8, students will be able to:

SAFETY (Check that all are given attention in the materials)

- ☐ Describe actions to change unsafe situations at home.
- ☐ Describe actions to change unsafe situations at school.
- ☐ Describe actions to change unsafe situations in the community.
- ☐ Explain how the interaction of individual behaviors, the environment, and characteristics of products cause or prevent injuries.
- ☐ Describe situations that could lead to unsafe risks that cause injuries.
- ☐ Describe ways to reduce risk of injuries around water.
- ☐ Describe ways to reduce risk of injuries in case of fire.
- ☐ Describe potential risks associated with over-the-counter medicines.
- ☐ Determine the benefits of reducing the risks for injury.
- ☐ Describe ways to reduce risk of injuries from participation in sports and other physical activities.

- ☐ Describe ways to reduce risk of injuries while riding in or on a motor vehicle (e.g., automobile, snowmobile, jet ski).
- ☐ Explain the importance of helmets and other safety gear for biking, riding a scooter, skateboarding, and inline skating.
- ☐ Describe ways to reduce risk of injuries from firearms.
- ☐ Describe ways to reduce risk of injuries as a pedestrian.
- ☐ Describe ways to reduce risk of injuries from falls.
- ☐ Identify actions to take to prevent injuries during severe weather (e.g., thunderstorms, tornadoes, blizzards).
- ☐ Describe the relationship between using alcohol and other drugs and injuries.
- ☐ Explain the risks associated with using alcohol or other drugs and driving a motor vehicle.
- ☐ Discuss climate-related physical conditions that affect physical activity, such as heat exhaustion, sunburn, heat stroke, and hypothermia.
- ☐ Describe first response procedures needed to treat injuries and other emergencies.
- ☐ Identify personal protection equipment needed for sports and recreational activities (e.g., mouthpieces, pads, helmets).

Grades 9-12

After implementation of this curriculum, by grade 12, students will be able to:

SAFETY (Check that all are given attention in the materials)

- ☐ Summarize ways to reduce safety hazards in the home.
- ☐ Summarize ways to reduce safety hazards at school.
- ☐ Summarize ways to reduce safety hazards in the community.
- ☐ Analyze how changes in individual behaviors, the environment, or characteristics of products can interact to cause or prevent injuries.
- ☐ Determine situations that could lead to unsafe risks that cause injuries.
- ☐ Explain ways to reduce the risk of injuries around water.
- ☐ Explain ways to reduce the risk of injuries due to poisoning.
- ☐ Analyze the benefits of reducing the risks for injury.
- ☐ Explain ways to reduce the risk of injuries from participation in sports and other physical activities.
- ☐ Explain ways to reduce the risk of injuries while riding in or driving a motor vehicle (e.g., automobile, snowmobile, jet ski).

- ☐ Determine the necessary protective gear for biking, motorcycling, snowmobiling, inline skating, riding a scooter, and/or skateboarding.
- ☐ Explain ways to reduce the risk of injuries from firearms.
- ☐ Explain ways to reduce the risk of injuries from power tools (e.g., table and power saws, lawnmowers, sanders, electric drills).
- ☐ Explain ways to reduce the risk of work-related injuries.
- ☐ Prioritize actions to take to prevent injuries during severe weather (e.g., thunderstorms, tornadoes, blizzards).
- ☐ Describe actions to take in case of mass trauma (e.g., earthquake, fire, flood, terrorist attack).
- ☐ Analyze the relationship between using alcohol and other drugs and injuries.
- ☐ Evaluate the importance of not riding with a driver who has been using alcohol or other drugs.
- ☐ Analyze the dangers of driving while under the influence of alcohol and other drugs.
- ☐ Explain accepted procedures for emergency care and lifesaving (e.g., mouth-to-mouth resuscitation, CPR, and controlling bleeding).
- ☐ Analyze the behavioral and environmental factors associated with the major causes of injuries in the United States.

Promoting Sexual Health:

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

Grades Pre-K–2

After implementation of this curriculum, by grade 2, students will be able to:

SEXUAL HEALTH (Check that all are given attention in the materials)

- ☐ Identify qualities of a healthy relationship.
- ☐ Describe ways to prevent the spread of germs that cause common infectious diseases.

Grades 3–5

After implementation of this curriculum, by grade 5, students will be able to:

SEXUAL HEALTH (Check that all are given attention in the materials)

- ☐ Describe appropriate ways to express and deal with emotions and feelings.
- ☐ List healthy ways to express affection, love, friendship, and concern.
- ☐ Identify qualities of a healthy relationship.
- ☐ Describe the benefits of healthy family relationships.
- ☐ Identify characteristics of someone who has self-respect.
- ☐ Describe values that promote healthy behaviors.
- ☐ Describe basic male and female reproductive body parts and their functions.
- ☐ Describe the physical and emotional changes that occur during puberty.
- ☐ Explain that puberty and development can vary considerably and still be normal.
- ☐ Describe the effects of HIV infection on the body.
- ☐ Explain why HIV infection is not transmitted through casual contact.
- ☐ Explain that it is safe to be a friend of someone who has HIV infection or AIDS.

Grades 6–8

After implementation of this curriculum, by grade 8, students will be able to:

SEXUAL HEALTH (Check that all are given attention in the materials)

- ☐ Describe appropriate ways to express and deal with emotions and feelings.
- ☐ Summarize the benefits of talking with trusted adults about feelings.
- ☐ Describe impulsive behaviors and strategies for controlling them.
- ☐ Describe healthy ways to express affection, love, friendship, and concern.
- ☐ Summarize basic male and female reproductive body parts and their functions.
- ☐ Identify models of healthy relationships.
- ☐ Compare and contrast healthy and unhealthy relationships.
- ☐ Explain the qualities of a healthy dating relationship.
- ☐ Describe the emotional effects of breaking up a dating relationship.
- ☐ Describe effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.
- ☐ Describe situations that could lead to pressures for sex.
- ☐ Explain why individuals have the right to refuse sexual contact.
- ☐ Recognize techniques that are used to coerce or pressure someone to have sex.
- ☐ Analyze the risks of impulsive behaviors.
- ☐ Describe the relationship between using alcohol and other drugs and sexual risk behaviors.
- ☐ Describe conception and its relationship to the menstrual cycle.
- ☐ Identify the responsibilities of parenthood.
- ☐ Explain how HIV and the most common STDs are transmitted.
- ☐ Describe signs and symptoms of common STDs, including HIV.
- ☐ Explain that some STDs are asymptomatic.
- ☐ Explain the short and long-term consequences of HIV and common STDs.
- ☐ Summarize which STDs can be cured and which can be treated.
- ☐ Analyze ways to decrease the spread of germs that cause communicable diseases, such as preventing the spread of HIV by not having sex, not touching blood, and not touching used hypodermic or tattoo needles.
- ☐ Describe why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STDs, and pregnancy.
- ☐ Determine the benefits of being sexually abstinent.
- ☐ Describe the factors that contribute to one engaging in sexual risk behaviors.

- ☐ Describe the factors that protect one against engaging in sexual risk behaviors.
- ☐ Explain the importance of setting personal limits to avoid sexual risk behaviors.
- ☐ Describe the effectiveness or lack of effectiveness of common contraceptive methods in reducing the risk of pregnancy.
- ☐ Describe the effectiveness or lack of effectiveness of condoms in reducing the risk of pregnancy, HIV, and other STDs, including Human Papillomavirus (HPV).
- ☐ Describe how to reduce the risk of pregnancy and the sexual transmission of HIV and other STDs. *
- ☐ Justify why it is safe to be a friend of someone who has HIV infection or AIDS.

Grades 9-12

After implementation of this curriculum, by grade 12, students will be able to:

SEXUAL HEALTH (Check that all are given attention in the materials)

- ☐ Summarize healthy ways to express affection, love, friendship, and concern.
- ☐ Summarize appropriate ways to express needs, wants, and feelings.
- ☐ Explain how to build and maintain healthy family and peer relationships.
- ☐ Summarize the qualities of a healthy dating relationship.
- ☐ Summarize the emotional effects of breaking up a dating relationship.
- ☐ Evaluate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.
- ☐ Analyze how power and control differences in relationships (e.g., peer, dating, or family relationships) can contribute to aggression and violence.
- ☐ Analyze situations that could lead to being pressured to have sex.
- ☐ Analyze techniques that are used to coerce or pressure someone to have sex.
- ☐ Acknowledge an individual's responsibility to verify that all sexual contact is consensual.
- ☐ Acknowledge an individual's right and responsibility to refuse unwanted sexual contact.
- ☐ Summarize why individuals have the right to refuse sexual contact.
- ☐ Acknowledge it is wrong to trick, threaten, or coerce another person into having sex.
- ☐ Analyze the relationship between using alcohol and other drugs and sexual risk behaviors.
- ☐ Summarize impulsive behaviors and strategies for controlling them.
- ☐ Summarize the relationship between the menstrual cycle and conception.
- ☐ Analyze the responsibilities of parenthood.

- ☐ Summarize how HIV and common STDs are transmitted.
- ☐ Summarize the signs and symptoms of HIV and other common STDs.
- ☐ Summarize the problems associated with asymptomatic STDs.
- ☐ Summarize the short and long-term consequences of HIV and common STDs.
- ☐ Summarize which STDs can be cured and which can be treated.
- ☐ Explain the basic side effects and costs of treatment for STDs.
- ☐ Summarize the importance of setting personal limits to avoid risky sexual behavior.
- ☐ Justify why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STDs, and pregnancy.
- ☐ Analyze the factors that contribute to one engaging in sexual risk behaviors.
- ☐ Analyze the factors that protect one against engaging in sexual risk behaviors.
- ☐ Describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors.
- ☐ Analyze the effectiveness of perfect use vs. typical use of common contraceptive methods in reducing the risk of pregnancy.
- ☐ Analyze the effectiveness of perfect use vs. typical use of condoms in reducing the risk of pregnancy, HIV, and other STD infection, including Human Papillomavirus (HPV).
- ☐ Describe the increased risks associated with having multiple sexual partners including serial monogamy.
- ☐ Explain the importance of using contraceptives correctly and consistently to reduce risk of pregnancy and infection of HIV and most STDs.*
- ☐ Summarize ways to prevent pregnancy and the sexual transmission of HIV and other STDs.*
- ☐ Explain the effects of alcohol and other drug use during pregnancy.
- ☐ Explain important health screenings, immunizations, and checkups, including screenings and examinations that are necessary to maintain reproductive health such as testicular self-examinations and Pap smears.
- ☐ Explain the importance of contraceptive counseling and services if sexually active.*
- ☐ Explain the importance of STD and HIV testing and counseling if sexually active.*
- ☐ Clarify why it is safe to be a friend of someone who has HIV infection or AIDS.

Tobacco Prevention:

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

Grades Pre-K–2

After implementation of this curriculum, by grade 2, students will be able to:

TOBACCO (Check that all are given attention in the materials)

- ☐ Identify a variety of tobacco products.
- ☐ Identify the short-term effects of using tobacco.
- ☐ Identify the short-and long-term physical effects of being exposed to tobacco smoke.
- ☐ Describe the benefits of not using tobacco.
- ☐ Explain the dangers of experimenting with tobacco.
- ☐ Identify family rules about tobacco use.

Grades 3–5

After implementation of this curriculum, by grade 5, students will be able to:

TOBACCO (Check that all are given attention in the materials)

- ☐ Identify the short- and long-term physical effects of using tobacco.
- ☐ Identify the short- and long-term physical effects of being exposed to others' tobacco use.
- ☐ Describe the benefits of abstaining from or discontinuing tobacco use.
- ☐ Identify the effects of tobacco use on social relationships.
- ☐ Summarize the dangers of experimenting with tobacco.
- ☐ Summarize family and school rules about tobacco use.
- ☐ Explain that tobacco use is an addiction that can be treated.

Grades 6–8

After implementation of this curriculum, by grade 8, students will be able to:

TOBACCO (Check that all are given attention in the materials)

- ☐ Describe the short- and long-term physical effects of using tobacco.
- ☐ Summarize the short- and long-term physical effects of being exposed to other's tobacco use.
- ☐ Discuss the social, economic, and cosmetic consequences of tobacco use.
- ☐ Evaluate the dangers of experimenting with tobacco products.
- ☐ Summarize the benefits of being tobacco-free.
- ☐ Explain that tobacco is addictive.
- ☐ Describe the effects of second hand smoke.
- ☐ Analyze the effects of tobacco use on social relationships.
- ☐ Explain school policies and community laws related to the sale and use of tobacco products.
- ☐ Explain reasons most individuals do not use tobacco products.
- ☐ Explain why using tobacco, alcohol, or other substances is an unhealthy way to manage stress.
- ☐ Describe situations that could lead to the use of tobacco.
- ☐ Describe the relationship between using tobacco and alcohol or other drugs.

Grades 9-12

After implementation of this curriculum, by grade 12, students will be able to:

TOBACCO (Check that all are given attention in the materials)

- ☐ Examine situations that could lead to tobacco use.
- ☐ Analyze the short- and long-term physical effects of tobacco use.
- ☐ Analyze the short- and long-term psychological and social effects of tobacco use.
- ☐ Analyze the relationship between using tobacco and using alcohol or other drugs.
- ☐ Describe the effects of tobacco use on the fetus.
- ☐ Summarize long-term health benefits of abstaining from or discontinuing tobacco use.
- ☐ Summarize why individuals choose to use or not use tobacco.
- ☐ Evaluate school rules and community laws related to the sale and use of tobacco products.
- ☐ Summarize why tobacco, alcohol, or other substance use is an unhealthy way to manage weight or stress.
- ☐ Evaluate the financial costs of tobacco use to the individual and society.
- ☐ Analyze how the addiction to tobacco use can be treated.
- ☐ Summarize how smoking cessation programs can be successful.

Violence Prevention:

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

Grades Pre-K–2

After implementation of this curriculum, by grade 2, students will be able to:

VIOLENCE PREVENTION (Check that all are given attention in the materials)

- ☐ Identify “appropriate” and “inappropriate” touches.
- ☐ State that inappropriate touches should be reported to a trusted adult.
- ☐ Explain that a child is not at fault if someone touches him or her in an inappropriate way.
- ☐ State that everyone has a right to tell others not to touch his or her body.
- ☐ Identify the importance of respecting the personal space and boundaries of others.
- ☐ Explain what to do if someone is being bullied.
- ☐ Describe the difference between bullying and teasing.
- ☐ Explain why it is wrong to tease others.

Grades 3–5

After implementation of this curriculum, by grade 5, students will be able to:

VIOLENCE PREVENTION (Check that all are given attention in the materials)

- ☐ Distinguish between “appropriate” and “inappropriate” touch.
- ☐ Explain that inappropriate touches should be reported to a trusted adult.
- ☐ Discuss why it is not a child’s fault if someone touches him or her in an inappropriate way.
- ☐ Explain that everyone has a right to tell others not to touch his or her body.
- ☐ Explain the importance of respecting the personal space and boundaries of others.
- ☐ Describe appropriate ways to express emotions and feelings.
- ☐ Examine the importance of being aware of one’s own feelings and of being sensitive to the feelings of others.
- ☐ Explain the importance of talking with trusted adults about feelings.
- ☐ List healthy ways to express affection, love, friendship, and concern.

- ☐ List physical and emotional reactions to stressful situations.
- ☐ List causes and effects of stress.
- ☐ Identify positive and negative ways of dealing with stress.
- ☐ Describe what to do if self or someone else is being bullied.
- ☐ Explain the differences between tattling and reporting aggression, bullying, or violence.
- ☐ State short- and long-term consequences of violence to perpetrators, victims, and bystanders.
- ☐ Identify situations that might lead to violence.
- ☐ Identify strategies to avoid physical fighting and violence.
- ☐ Identify ways to reduce injuries from firearms.
- ☐ Define prejudice, discrimination and bias.
- ☐ Explain that anger is a normal emotion.
- ☐ Describe non-violent ways to manage anger.
- ☐ Give examples of pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration).
- ☐ Identify examples of self-control.
- ☐ Recognize techniques that are used to coerce or pressure someone to use violence.
- ☐ Explain why it is wrong to tease others based on their body type or other personal characteristic.
- ☐ Describe the benefits of using non-violent means to solve interpersonal conflict.
- ☐ List examples of dangerous or risky behaviors that might lead to injuries.
- ☐ Identify qualities of a healthy relationship.
- ☐ Explain the importance of telling an adult if someone is in danger of hurting themselves or others.
- ☐ Identify feelings of depression, sadness, and hopelessness for which someone should seek help.

Grades 6-8

After implementation of this curriculum, by grade 8, students will be able to:

Violence Prevention (Check that all are given attention in the materials)

- ☐ Describe appropriate ways to express and deal with emotions and feelings.
- ☐ Explain how the expression of emotions or feelings can help or hurt oneself and others.
- ☐ Summarize the benefits of talking with trusted adults about feelings.

- ☐ Describe healthy ways to express affection, love, friendship, and concern.
- ☐ Describe physical and emotional reactions to stressful situations.
- ☐ Explain causes and effects of stress.
- ☐ Explain positive and negative ways of dealing with stress.
- ☐ Describe the similarities between types of violent behaviors (e.g., bullying, hazing, fighting, dating violence, sexual assault, family violence, verbal abuse, acquaintance rape).
- ☐ Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, and violence.
- ☐ Describe short- and long-term consequences of violence to perpetrators, victims, and bystanders.
- ☐ Describe situations that could lead to physical fighting and violence.
- ☐ Describe strategies to avoid physical fighting and violence.
- ☐ Describe how the presence of weapons increases the risk of serious violent injuries.
- ☐ Describe ways to reduce risks of injuries from firearms.
- ☐ Describe how prejudice, discrimination and bias can lead to violence.
- ☐ Describe the behavioral and environmental factors associated with the major causes of death in the United States.
- ☐ Describe the relationship between using alcohol and other drugs and violence.
- ☐ Describe ways to manage interpersonal conflict nonviolently.
- ☐ Explain why it is important to understand the perspectives of others in resolving a conflict situation.
- ☐ Analyze the risks of impulsive behaviors.
- ☐ Identify a variety of non-violent ways to respond when angry or upset.
- ☐ Describe how mental and emotional health can affect health-related behaviors (e.g., how anger contributes to violence).
- ☐ Explain how intolerance can affect others.
- ☐ Describe pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration) that help prevent violence.
- ☐ Describe examples of self-control.
- ☐ Analyze techniques that are used to coerce or pressure someone to use violence.
- ☐ Determine the benefits of using non-violence to solve interpersonal conflict.
- ☐ Describe examples of dangerous or risky behaviors that might lead to injuries.
- ☐ Compare and contrast healthy and unhealthy relationships.

- ☐ Identify models of healthy relationships.
- ☐ Describe how changing behavior or changing the environment interacts to increase or decrease the likelihood of violence.
- ☐ Describe how power and control differences in relationships (e.g., peer, dating, or family relationships) can contribute to aggression and violence.
- ☐ Explain the importance of telling an adult if there are people who are in danger of hurting themselves or others.
- ☐ Describe the signs and symptoms of people who are in danger of hurting themselves or others.
- ☐ Describe actions to change unsafe situations at home.
- ☐ Describe actions to change unsafe situations at school.
- ☐ Describe actions to change unsafe situations in the community.
- ☐ Explain that acquaintance rape and sexual assault are illegal.
- ☐ Recognize techniques that are used to coerce or pressure someone to have sex.
- ☐ Explain why individuals have the right to refuse sexual contact.
- ☐ Explain that a person who has been sexually assaulted or raped is not at fault.
- ☐ Explain that rape and sexual assault should be reported to a trusted adult.

Grades 9-12

After implementation of this curriculum, by grade 12, students will be able to:

VIOLENCE PREVENTION (Check that all are given attention in the materials)

- ☐ Evaluate effective strategies for dealing with stress.
- ☐ Analyze situations that could lead to different types of violence (e.g., bullying, verbal abuse, hazing, physical assault/fighting, dating violence, acquaintance rape, sexual assault, family violence).
- ☐ Explain how bystanders can help prevent violence by reporting dangerous situations or actions.
- ☐ Analyze short- and long-term consequences of violence to perpetrators, victims, and bystanders.
- ☐ Summarize why the presence of weapons increases the likelihood of violent injury.
- ☐ Summarize ways to reduce the risk of injuries from firearms.
- ☐ Describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or guardian.
- ☐ Analyze how changes in individual behaviors, the environment, or characteristics of products can interact to cause or prevent violence.
- ☐ Analyze the consequences of prejudice, discrimination, racism, sexism, and hate crimes.

- ☐ Analyze the relationship between using alcohol and other drugs and violence.
- ☐ Analyze strategies for managing and reducing conflict.
- ☐ Analyze why it is important to understand the perspectives of others in resolving a conflict situation.
- ☐ Explain impulsive behaviors and strategies for controlling them.
- ☐ Describe ways to express anger in a healthy way.
- ☐ Analyze how mental and emotional health can affect health-related behaviors (e.g., how anger contributes to violence).
- ☐ Summarize how intolerance can affect others.
- ☐ Analyze why pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration) can help prevent violence.
- ☐ Analyze the benefits of using non-violence to solve interpersonal conflict.
- ☐ Describe characteristics of the school or community that can increase or decrease the likelihood of violence.
- ☐ Summarize the qualities of a healthy dating relationship.
- ☐ Explain how to build and maintain healthy family and peer relationships.
- ☐ Evaluate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.
- ☐ Analyze how changing behavior or changing the environment interacts to increase or decrease the likelihood of violence.
- ☐ Analyze how power and control differences in relationships (e.g., peer, dating, or family relationships) can contribute to aggression and violence.
- ☐ Summarize why it is important to tell an adult if there are people who are in danger of hurting themselves or others.
- ☐ Analyze the signs and symptoms of people who are in danger of hurting themselves or others.
- ☐ Explain that self-directed violence is the result of the accumulation of multiple problems rather than just one problem.
- ☐ Explain when to seek help for mental health problems (e.g., depression, mood disorders, and anxiety disorders).
- ☐ Acknowledge an individual's responsibility to verify that all sexual contact is consensual.
- ☐ Acknowledge it is wrong to trick, threaten, or coerce another person into having sex.
- ☐ Analyze techniques that are used to coerce or pressure someone to have sex.
- ☐ Summarize why individuals have the right to refuse sexual contact.

- ☐ Conclude that a person who has been sexually assaulted or raped is not at fault.
- ☐ Conclude that rape and sexual assault should be reported to a trusted adult.
- ☐ Describe actions to take in case of a disaster, emergency, or act of terrorism.
- ☐ Describe federal, state, and local laws intended to prevent violence.

Healthy Behavior Outcomes

Healthy behavior outcomes are those behaviors that you would expect a curriculum to address, as it pertains to each content area. The *learning objectives* identified in each chapter should be reviewed to assure that they align with the desired outcomes listed below.

The following represent the healthy behavior outcomes that will be achieved by students in grades pre-K – 12 as they receive instruction within each content area:

Alcohol and Other Drug Free Curriculum:

A pre-K–12 alcohol and other drug-free curriculum should enable students to:

- Use over-the-counter and prescription drugs properly and safely
- Avoid experimentation with alcohol and other drugs
- Avoid the use of alcohol
- Avoid the use of illegal drugs
- Avoid driving while under the influence of alcohol and other drugs
- Avoid riding in a car with a driver who is under the influence of alcohol or other drugs
- Quit using alcohol and other drugs if already using
- Seek help for stopping the use of alcohol and other drugs (for self and others)

Healthy Eating Curriculum:

A pre-K – 12 healthy eating curriculum should enable students to:

- Eat a variety of whole grain products, fruits and vegetables, and fat-free or low-fat milk or equivalent milk products every day
- Eat the appropriate number of servings from each food group every day
- Choose foods that provide ample amounts of vitamins and minerals
- Eat the appropriate amounts of foods that are high in fiber
- Drink plenty of water
- Limit foods and beverages high in added or processed sugars
- Limit the intake of fat, avoiding foods with saturated and trans fats
- Eat breakfast every day
- Eat healthy snacks
- Eat healthy foods when dining out
- Prepare food in healthful ways
- Balance caloric intake with caloric expenditure
- Follow a plan for healthy weight management

Mental and Emotional Health Curriculum:

A pre-K–12 mental and emotional health curriculum should enable students to:

- Express feelings in a healthy way
- Engage in activities that are mentally and emotionally healthy
- Prevent and manage conflict and stress in healthy ways
- Use self-control and impulse-control strategies to promote health
- Seek help for troublesome feelings



- Express empathy for others
- Carry out personal responsibilities
- Establish and maintain healthy relationships

Personal Health and Wellness Curriculum

A pre-K–12 personal health and wellness curriculum should enable students to:

- Brush and floss teeth daily
- Practice appropriate hygiene habits
- Get an appropriate amount of sleep and rest
- Prevent vision and hearing loss
- Prevent damage from the sun
- Practice behaviors that prevent infectious diseases
- Practice behaviors that prevent chronic diseases
- Prevent serious health problems that result from common chronic diseases and conditions among youth, such as allergies, asthma, diabetes, and epilepsy
- Practice behaviors that prevent foodborne illnesses
- Seek out help for common infectious diseases and chronic diseases and conditions
- Seek healthcare professionals for appropriate screenings and examinations
- Prevent health problems that result from fads or trends

Physical Activity Curriculum

A pre-K–12 physical activity curriculum should enable students to:

- Engage in moderate to vigorous physical activity for at least 60 minutes every day
- Regularly engage in physical activities that enhance cardio-respiratory endurance, flexibility, muscle endurance, and muscle strength
- Engage in warm-up and cool-down activities before and after exercise
- Drink plenty of water before, during, and after physical activity
- Avoid injury during physical activity

Safety or Unintentional Injury Prevention Curriculum

A K–12 safety or unintentional injury prevention curriculum should enable students to:

- Use appropriate seat restraints when riding in a motor vehicle
- Sit in the back seat of the vehicle when age appropriate
- Avoid using alcohol and other drugs when driving a motor vehicle
- Avoid riding in a car with a driver who is under the influence of alcohol or other drugs
- Use appropriate safety equipment
- Refuse to engage in or encourage others to engage in risky behaviors
- Practice safety rules and procedures to avoid injury
- Plan ahead to avoid dangerous situations and injuries
- Seek help for poisoning, sudden illness, and injuries
- Provide immediate help to others with a sudden illness or injury

Sexual Health Curriculum

A pre-K–12 sexual health curriculum should enable students to:

- Establish and maintain healthy relationships
- Practice and maintain sexual abstinence



- Seek support to be sexually abstinent
- Avoid pressuring others to engage in sexual behaviors
- Return to sexual abstinence if sexually active
- Support others to avoid sexual risk behaviors
- Seek health care professionals to promote sexual health

Additional risk-reduction outcomes not addressed in a risk-avoidance curriculum are:

- Limit the number of sexual partners if sexually active*
- Use condoms consistently and correctly if sexually active*
- Use birth control consistently and correctly if sexually active*

Tobacco-free Curriculum

A pre-K–12 tobacco-free curriculum should enable students to:

- Avoid using (or experimenting with) any form of tobacco
- Avoid second-hand smoke
- Support others to be tobacco free, including supporting a tobacco-free environment
- Seek help for stopping the use of tobacco for self and others
- Quit using tobacco if already using

Violence Prevention Curriculum

A pre-K–12 violence prevention curriculum should enable students to:

- *Engage in positive, helpful behaviors*
- *Manage interpersonal conflict in nonviolent ways*
- *Manage emotional distress in nonviolent ways*
- *Avoid bullying, being a bystander to bullying, or being a victim of bullying*
- *Avoid engaging in violence, including coercion, exploitation, physical fighting, and rape*
- *Avoid situations where violence is likely to occur*
- *Avoid associating with others who are involved in or who encourage violence or criminal activity*
- *Get help to prevent or stop violence including harassment, abuse, bullying, hazing, fighting, and hate crimes*
- *Get help to address inappropriate touching*
- *Get help to stop being subjected to violence or physical abuse*
- *Get help for self or others who are in danger of hurting themselves*

References:

Centers for Disease Control and Prevention. *Health Education Curriculum Analysis Tool*. Atlanta: CDC; 2007



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Indiana Academic Standards for Health & Wellness

STANDARD #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models.

STANDARD #2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. Health is impacted by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth including personal values, beliefs and perceived norms.

STANDARD #3: Students will demonstrate the ability to access valid information and products and services to enhance health. Accessing valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Applying the skills of analysis, comparison and evaluation of health resources empowers students to achieve health literacy.

STANDARD #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

STANDARD #5: Students will demonstrate the ability to use decision-making skills to enhance health. This standard includes the essential steps needed to make healthy decisions, which are essential for establishing and maintaining a healthy lifestyle. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve quality of life.

STANDARD #6: Students will demonstrate the ability to use goal-setting skills to enhance health. This standard includes the critical steps needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

STANDARD #7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Many diseases and injuries can be prevented by avoiding or reducing harmful and risk taking behaviors. This standard promotes accepting personal responsibility for health and encourages the practice of healthy behaviors.

STANDARD #8: Students will demonstrate the ability to advocate for personal, family and community health. Advocacy skills help students adopt and promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health enhancing messages and to encourage others to adopt healthy behaviors.

Indiana Academic Standards for Health & Wellness are based on the National Health Education Standards

Source: The Joint Committee on National Health Education Standards. *National Health Education Standards: Achieving Excellence (2nd Edition)*. Atlanta: American Cancer Society; 2007.



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Reviewer Technical Assistance Guide

Health education is integral to the primary mission of schools. It provides young people with the knowledge and skills they need to become successful learners and healthy and productive adults. Health instruction in schools is shaped, in large part, by the health education curriculum as well as the health textbook and other instructional materials.

Choosing or developing the best possible curriculum and textbook is a critical step in ensuring that health education is effectively promoting healthy behaviors. The contents of this guide will assist you throughout the textbook review process by providing the necessary information and resources.

Guide Contents:

1. Documents:

- The following documents will be used to assist the reviewer through the review process when using the rubrics:
 - a. Characteristics of an Effective Health Education Curriculum
 - b. Curriculum vs. Textbook
 - c. Essential Concepts
 - d. Healthy Behavior Outcomes
 - e. Indiana Academic Standards for Health & Wellness
 - f. Skills and Sub-Skills
- Common Core Standards Document
 - The “Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects” (“the Standards”) are the culmination of an extended, national level, broad-based effort to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school. The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields.
 - Follow this link to the [“Common Core Standards”](#) document. Information regarding the Technical Subject, Health Education, can be found beginning on page 60.

2. Resources:

- The documents accessed through the following links are provided for additional information that may prove helpful in the review process:
 - a. [Indiana Academic Standards for Health & Wellness](#)
 - b. [Health Education Curriculum Analysis Tool](#)
 - c. [CDC: Healthy Youth website](#)
 - d. [National Health Education Standards](#)



Skills and Sub-Skills

Overview and Instructions:

The Indiana Academic Standards for Health & Wellness are used as a framework for determining the extent to which a curriculum and textbook is likely to enable students to master the essential concepts (Standard 1) and skills (Standards 2-8) that promote a healthy lifestyle. Knowledge of core health concepts and underlying principles of health promotion and disease prevention are included in Standard 1. Standards 2 to 8 identify key processes and skills that are applicable to healthy living. These include identifying the impact of family, peers, culture, media, and technology on health behaviors; knowing how to access valid health information; using interpersonal communication, decision-making, goal-setting, and advocacy skills; and enacting personal health-enhancing practices.

The information included in this guide was taken from the CDC's "Health Education Curriculum Analysis Tool". The lists of **skills and sub-skills** found in this guide, and the core concepts examples found in the "*Essential Concepts*" document, were developed through a rigorous process guided by research evidence and expert opinion on the types of knowledge, skills, and learning experiences that help students in grades pre-K – 12 adopt and maintain a healthy lifestyle. At times in the review process it may be difficult to separate your analysis when determining if a textbook was successful in adequately addressing skill development, as well as providing adequate functional knowledge. For this reason, it is best to use all three documents ("*Essential Concepts*", "*Healthy Behavior Outcomes*", and "*Skills and Sub-skills*") at the same time throughout your review. This will be especially true when completing the "Work Students Do" and "Work Teachers Do" rubrics.

Throughout your review process this document is meant to be used as a reference guide to help in your determination of the extent to which the textbook and other materials provides the student with the ability to learn and apply the skill; and the extent to which the textbook or materials provides the teacher with guidance to instruct and assess the skill.

The pages of this document were taken directly from the "Health Education Curriculum Analysis Tool" (HECAT). They are organized by health topic area (Alcohol and Other Drug, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Physical Activity, Safety, Sexual Health, Tobacco-Free Lifestyle, Preventing Violence), and contain grade specific lists of examples of how a curriculum or textbook might address the identified sub-skills for each of the health education standards. The examples listed are not intended to be a complete list of all the ways that the skills can be addressed.

To access the "Skills and Sub-Skills" document, click on this link: [Skills and Sub-Skills](#)



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